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# Ohio University

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# BULLETIN

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# **Ohio University, Athens, Ohio**

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**Announcement of Courses of Instruction**

**Collegiate and Normal**

**For the Session of**

**Summer School, June 20 to July 30, 1904**

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## **CALENDAR 1904**

Tuesday, January 5.....	Opening of Winter Term
Friday, March 18.....	Close of Winter Term
Tuesday, March 29.....	Opening of Spring Term
Sunday, June 12.....	Beginning of Commencement Week
Thursday, June 16.....	Commencement Day
Monday, June 20,.....	Opening of Summer Term
Friday, July 29.....	Close of Summer Term
Tuesday, September 13.....	Opening of Fall Term
Friday, December 23.....	Close of Fall Term

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## The Basis of Method

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A METHOD of study may be defined as a way by which the mind approaches and masters a given subject; a method of instruction, as a way in which the subject is presented.

It is clear that the method must be determined largely by a proper understanding of the two main elements involved, namely, the active mind and the subjects of instruction, and while it is true, and probably well that it is true, that most practice remains unanalyzed in the mind of him who practices, and while it is equally true that sound practice is unerringly associated with sound living and thinking, nevertheless the basis of strength and source of progress rest in the well-reasoned demonstration of truth.

A good method is susceptible of defense, a process strengthening to the intellect as well as to the will. It is our purpose, briefly, to set forth the two elements referred to, out of whose mutual relationships springs method, by which it may be explained, and in which it finds its justification.

All human life is built upon the same general pattern and proceeds to the realization of its destiny by the same general paths. The soul finds itself dwelling in a wondrous piece of clay. This mechanism needs no description for the present purpose beyond saying that it serves the double function of affording communication with a world as wonderful as itself, of light and shade, of color and form, of sound and sense, of heat and cold, streaming in from every side, and of serving as a fulcrum for the operations of its inhabitant. But of this inner being a fuller account must be given.

Its entrance upon life is attended with an apparently almost complete identification with the body. The process of its separation from this connection until at the last it becomes almost complete, is as interesting a story as has ever been written.

It begins with mere feeling in the shape of imperative appetites. Blinely and unconsciously, yet controlled by what may be well called cosmic forces, it turns to those sources by which its needs are met. Desire waits upon pain, and pleasure upon desire. Rapidly does consciousness awaken as needs multiply and are being satisfied. Touch, taste, smell, hearing, and sight come into play. Vital forces are aroused and ere long the body has been surveyed, consciousness of a personality separated from everything has been called into being, and a personal life whose self-active nature will never henceforth know what rest means, begins that process of weaving out of life's impressions that fabric of thought and will and feeling which we call man. The stages of that progress have been well defined.

First comes the mastery of the body, a process long continued and never completed, and only approximately realized when, in submission, it places itself at the service of the will. Fortunate is he who presents for responsible service this instrument, keen, polished and uncorrupted, and capable of bearing its years as "lightly as a flower."

With mastery of the body comes that of language. By means of this the child enters upon the inheritance of the past. Nothing now can be concealed from him. He has the means of finding out his limitations and removing them. He finds that words are symbols of experience, experience into whose meaning he may enter, and symbols which he in truth may proceed to fill with his own life. By means of language he reduces his fleeting thoughts and feelings to permanence and liberates himself from the bondage of time and place.

In every experience may be seen, if detailed, the co-operation of every capacity of the soul. Memory waits upon the will, serves the imagination, makes possible the processes of thought, and in turn is provided with material for its own service. Sensations are converted into perceptions, and out of crude and formless material a world of beauty is created, "a house not made with hands." The mind at work, in full employment of all its powers, turns from the operations of nature to those of men. It observes institutions, services, organizations, and their purposes. It takes note of law and order and comes to distinguish be-

tween mine and thine, between me and thee. It learns what elements are made sacred by personality and how rights and duties measure and limit each other.

To the outer world, the world of nature, he adds an inner world, the world of morals. He hears ere long in his quiet hours a new voice, "stern daughter of the voice of God." He feels its power within him.

With the growth of the body and its ability to carry him farther and farther, and with the acquisition of new experiences, his mental powers take wider range, awakened ambitions feed the furnace of desire; he plans, dreams, arouses to action, makes preparation, denies himself in behalf of larger things, and calls upon the past to aid the present in preparation for the future.

Birth, the acquisition of control over the body, the mastery of language, the "tides of the spirit" ebbing and flowing with an unwonted force with the new life that comes at fourteen, the investment of suffrage as a sign of admitted personal responsibility; all these are great events in the life of youth.

And this is the being whom the school is called upon to assist in educating; to assist, because before the school and after it, above it and beneath it, without as well as within it, are ceaselessly in operation "principalities and powers," the home, society, the state, the church, with which the school may co-operate and have success, but against which it must fight a losing battle.

Method must take account of this nature, its manner of growth, its personal gifts, and its co-operating or opposing forces. It must recognize that most significant of all endowments, self-activity, and the motive powers which sustain it. It must provide for this energy, gratify it and yet direct it, and recognize that all human achievements are expressions, as well as measures, of this activity.

Let us now turn to the consideration of the other phase of this question, viz., the subject matter of instruction. We often half-apologize, as it were, for what we call teaching subjects. We correct ourselves by saying that we should be or are teaching children. These distinctions are well enough meant, but they are perfectly well understood. Some teachers, and probably the larger number,

find their consciousness mainly absorbed in the subject matter. In large degree it must be so. The process of teaching finds a close analogy in the work of the house-keeper preparing the daily meal. If properly prepared and out of material which general consent arising from experience pronounces good, she knows it will be received with appetites whose keenness proves the nutritive value of the food and the skill of its preparation. So the school. General consent has determined that in given stages of civilization certain subjects of instruction are essential to the mental and moral welfare of youth and of youth about to issue into completed manhood and womanhood.

Method is the preparation and presentation of this material, yet in its finer art it depends upon a realization of what this material is and means, both elements of which, substance and meaning, spring out of, reflect, and are controlled by the spirit to be trained and developed.

Let us be specific. The foremost subject to engage the attention of the school, considering the child as coming to it at the age of six, is language, under which we may group, if we desire, or treat separately, reading, spelling, punctuation, literature, etc. What are the elements common to this kindred group which should be analyzed and brought forth, if method is to become significant and guided by reason? It is clear that these subjects, as all others for that matter, are clearly resolvable into content and form. Words are built out of letters, which in turn are but partial symbols of sound. But words are far more. They are symbols of experience, expressions of life, which have been agreed upon and pass current among people. Mastery of their forms, both oral and written, is essential to complete grasp of them individually, and mastery of the individual elements is essential to the conquest of other forms. All education finds in the study of form its drudgery, its pain, its irksomeness, but, nevertheless, its only hope of ultimate freedom. But it finds here also its greatest danger; for it may dwell so long upon the "letter of the law" as to "quench the spirit," or what is possibly still worse, to find a false enjoyment in it because life becomes adjusted to mechanism, finds here the path of least resistance, and remains contented upon a plane below its real power.

Insight into language teaching will recognize the following points specified among many. First, a child comes to school with a varying grasp of many words as to their oral form and some insight into their meaning. Second, from the day of entrance upon school-life two processes should be moving forward continuously, side by side, one growing richer and fuller every day, life through; the other diminishing by degrees in relative importance, and yet always engaging attention. The first of these processes adds to the vocabulary, quickens it, fills it with meaning, makes it flexible, usable, discriminating; the other reduces it to oral, written, and printed form, thus giving to ideas "a local habitation and a name." The first must be accomplished at the beginning by conversation upon subject matter of worth, objects, experiences, walks, experiments, the beauty and significance of which depend almost wholly upon the spiritual wealth gathered by him who teaches and the teacher taking the leading part. Later on, as mastery of form proceeds, the work must be continued by books well written, by conversation and oral expression, in which the child assumes by degrees the leading part, intelligent thought, quickening the emotional nature itself, in turn, to modify and subdue the formal expression. The second or formal element must be taught by authority, be subject to drills accurate, persistent, merciless if need be, hand and tongue co-operating with attentive ear and eye, authority here supreme, the will dominating and embracing mastery of words under all forms, enunciation, pronunciation, punctuation later, but based upon meaning, modulation of voice dependent upon interpretation, yet, by degrees, as any one who has mastered a given subject realizes, these elements coming together more and more closely until they realize each other's power and beauty, each offering to the other its complement of worth, as violin, a Stradivarius perhaps, to its master a Paganini, wine of rare vintage to a goblet of rare workmanship, "perfect music unto noble words." And in this outcome drudgery passes away.

This general conception of growth should enable one to appreciate and criticise methods in language. Time must not be lost in mastering the written, printed, and oral sym-

bols of language, which include spelling and all forms of punctuation and vocal utterance. Yet time is lost, and that most cruelly and needlessly, when a single day or hour passes without assisting the child to realize the wealth contained within these forms. It is as though one were to guide a visitor through a rare old palace with its accumulations of a thousand years and devote the time to pointing out the mere forms of these treasures, how made, by whom, whence derived, and forget to indicate their purpose, meaning, expression, or design. Many guides offer themselves for the outer world, but few have had like Dante a Virgil or a Beatrice in realms spiritual.

A word is a tool. Language is a tool. It must be mastered by him who would enter upon the possession of the race. Literature is experience. It is one of the great treasure-houses of the world.

If, then, the method embraces for a long period and with much exclusiveness great devotion to mere form whether it be in phonics or words, it will be sure to lay an emphasis which will prove harmful in the long run, because it will produce a false standard and develop a faith altogether disproportioned to the subject. On the other hand, if attention be devoted to the spiritual element without attention to its body of form, the subject-matter will become as a cloud, a vanishing quantity ever vanishing while it is appearing. In other words, our limitations are the basis of effort, the point of departure, the fulcrum from which we exert power.

What is science other than the expression in forms of matter what Kepler is said to have uttered upon the discovery of the three laws of planetary motion, "Oh God ! I think thy thoughts after thee"? What is nature other than the expression of intelligent life in terms of material substance? We study physical geography and find it to be the statement of countless operations which under various names of scientific designation converge to a world prepared for man's use. Truths of science we call principles or laws. Language is its convenient expression. Libraries are the central depositaries of man's interpretation; museums, of substantive forms, wholly or partially complete, upon which interpretation is based. Commercial, mathe-

matical, political, or social geography is the record of the action and interaction of man upon his environment. Method clearly must recognize these facts. If it does not aid a child to read the signs of the times, what, e. g., a city means, why roads are built, how they run, what they convey, how their successive stages are expressions of growth in civilization, or the great social, industrial, and political institutions about him, it clearly fails to cause him to realize other but the mere forms. Life remains undiscovered, and the text is exemplified, "the letter killeth."

It is needless to illustrate at greater length or to point out the truth which ought to be inferred, that the bane of method is its exaltation to a place of independent worth, whereas it is but a humble servant and a mere expression. Method becomes hallowed only in impoverished minds. When we approach a well of living water and peer down into its cool depths and recall the satisfaction of thirst alleviated, we find the well-sweep or pump a convenience, a means to an end, but with a relative value only. To exalt the significance of the means is to diminish that of the ends proposed, and to consider it only leaves real desires unsatisfied. The illustration serves only partially, for true method in education is not mechanical in any sense, but organic, living, and vital. It is as though living water were capable of creating its own means of distribution.

Method springs out of insight, is created by it and the need, varies with every child and every lesson and every condition, and can not be stereotyped; for when so treated it escapes leaving behind a mere form of words.

This is true of method, that wherever the emphasis, there attends upon the presentation of any worthy theme, consciously or unconsciously, the wealth of him who teaches, and in proportion to that wealth the mere device is lost from view. There is arrangement of material, but arrangement springs out of the nature of the thinking mind and the subject-matter, because it is the expression of intelligent thought. There is an order of presentation for the same reason. Clear thinking, which implies the mastery of a subject, is simply but conforming to a law of procedure whose analysis yields method, but whose undue exaltation results in weakness.

The teacher of methods should find his strength and inspiration, in the first place, in a psychology which leads out on the one hand into the field of philosophy, and on the other into that of ethics. In the second place, he should find in the study of subject-matter not only facts, but facts woven into a garment of thought, each part subordinate to the whole, each lending a luster springing out of the fullness of its own meaning and in just proportion, and at the same time receiving its true significance from the completed whole, perhaps like a piece of rare pottery, a blending of many arts, or of lace, a mosaic from the Vatican, or a piece of tapestry from the looms of France. Method is life to the living, but death to the dead.

Out of all true instruction springs interest which is feeling, reinforcing the flagging spirit as the battery speeds on the electric current fainting by reason of too much resistance to be overcome in the long journey it is called upon to make. Teaching is not teaching if not vital. But vitality never springs from mere form. What we call the manners of a gentleman, to illustrate again the point we are making, are but the delicate expressions of a life ever dwelling upon things true, honest, just, pure, amiable, and of good report. They constitute what may well be called the vestments of the soul. Forms of politeness are a changing garment like the plumage of birds under the action of sunlight, like the colors of meadow, forest, or mountain, which, while never the same, are always beautiful, variety playing perpetually about the unchanging unity beneath. Through these the gentleman becomes a reality to others.

So is method related to the teacher. It is his alone, and can never be taught save by the process of deepening the channels of life and enriching its currents.

To Goethe has been attributed the following statements: "For the narrow mind, whatever he attempts is still a trade; for the higher, an art; and the highest in doing one thing does all; or, to speak less paradoxically, in the one thing which he does rightly he sees the likeness of all that is done rightly." A proof of this may be seen in what all experience confirms, that an able teacher is capable in all subjects which he feels able to teach. The

form in which the mind may approach one theme may differ from that in which it approaches another, but the vital element is never absent. That which fascinates, charms, inspires, creates, never fails in manifestation. Spirit asserts itself, and by self-revelation masters the situation.

Let one take any exhibition of a scientific theme by Tyndal, and everywhere he will see clearly revealed the same luminous glow of treatment, because Tyndal thought in images which were absolutely clear, and held them perfectly before his view as he proceeded from point to point in his demonstration. He joined to a clear, penetrating, and imaginative intellect such thoroughgoing industry as gave him complete control of every phase of the subject. His method of treatment was simply the orderly presentation of truth as it lay in his mind.

This article is not intended to minimize the importance of method. Rather is its purpose to magnify it by associating it with that alone which can enoble it. The very charm of art lies in its unconscious manifestation of itself. A study of the method of Him whom the world by common consent has called the Great Teacher is a revelation of simplicity itself. The open country, a mountain side, the flying bird, the sower sowing the seed, Gallilee tossed by rushing winds from snowy Lebanon, the woman at the well, here, there, everywhere, informally, by precept, by example, directly and indirectly, on foot, at rest, amid throngs of people, alone ; he was ever bringing home to his disciples the fundamental principles of his kingdom. Example, maxims, demonstration follow one another in varied order. His power came from his life, and his method was but the simple one of drawing close to the chosen few and watching every manifestation of growing insight. He gave and yet withheld, exemplifying "the wisdom of serpents" and the "harmlessness of doves." He who has ever studied that life scarcely knows at which to wonder most, the doctrine which he taught with authority, or the consummate art with which he built up in the lives of all but one of his chosen twelve that spiritual kingdom he had come to found.

FREDERICK TREUDLEY.

## The Aim of the Summer School

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WITH the development of the summer-school idea, and with the growing demand for summer-school work, colleges and universities have found a new field of usefulness and influence. Harvard University seems to have been the first to recognize that the colleges and universities are under obligation to students who are unable to attend their regular sessions. As early as 1863, though abandoned later, lectures were given at Cambridge on Saturdays for the benefit of teachers in the secondary schools. The Anderson School, on Penikese island, for biological research may be said to be the beginning of the Harvard Summer School. Through the influence of this school, similar courses of instruction were opened at Harvard proper. Instruction in Chemistry was given in 1874, Botany in 1874, Physics in 1889, Field Engineering in 1889, Physical Training in 1887, and French and Greek in 1888. Gradually the course of instruction has been broadened until it covers almost the range of the entire curriculum. The University of Virginia was also a pioneer in this work. Summer instruction in Law was given as early as 1870, and gradually the amount of instruction has been increased until it now includes work in almost every department.

So valuable to ambitious students has this summer work been, so successful have summer schools proven, that the idea of a summer session has been adopted by a large proportion of the colleges and universities of the United States. In 1903, more than 135 colleges and universities held summer sessions, including our best universities, such as Harvard, Columbia, Cornell, University of Michigan, University of California, etc. So thoroughly convinced are the authorities of the University of Chicago of the importance and value of summer-school work that they make no distinction between the summer session and the other regular sessions of the year. At first, summer-school work of colleges and universities was under the management of

certain instructors. It was conducted as a private enterprise, and little or no recognition was given for the work done. The tendency, however, has been for the respective college or university to assume control of its summer work, to make it conform as far as possible to the standards of the institution, and to give the student who successfully completes the work full college or university credit. By such provisions, students who are unable to attend the regular sessions are enabled to continue their work, and students who are strong and ambitious can shorten the college course one year. Such provisions are made, for example, by both Harvard University and the University of Chicago.

Conforming to this general movement and to these tendencies, the Summer School of the Ohio University was organized in 1892. Like the summer schools of many other colleges, it was begun as a private enterprise. Instruction was offered only in the common branches, for teachers, and in certain preparatory subjects. At the present time, the summer session is a regular part of the work of the University and conducted by the regular university teachers and under the direct management of the President of the University. Instruction is offered in almost every department of the College of Liberal Arts and in the State Normal College, and full credit is given for work successfully completed.

Like every other movement, the summer schools have encountered various difficulties, yet on the whole the movement has been one of steady progress. Instruction was offered formerly in but few subjects; now it is given in almost every line of investigation. At the beginning, the work was such as would appeal primarily to the few; it is now adapted, in large measure, to the needs of all. From a private enterprise it is becoming gradually a corporate interest and charge. Instead of criticism and ridicule, it now meets with general approval.

This change is due, in part, to the fact that, twenty years ago, few persons expected to make teaching a life profession; it was used merely as a stepping-stone to other professions; and all their spare time was used in preparing for their life work. Teaching is now becoming a life work,

and summer schools are used to prepare for it. Not only have teachers found that they can prepare themselves for their work through the medium of the summer school, but that they are also better prepared for the hard work of the next year, if the vacation is spent in study, under pleasant conditions, rather than in idleness. The change is also due to the discovery that it is not necessary to loiter away three or four months of the year, but that a portion of this can be profitably used to gain general culture, to shorten the college course, or the period of professional training. Whatever the cause, the fact remains that there is a growing tendency to spend a portion of the summer in serious study and that the growth or development of the summer school is the direct result of this tendency. The aim of the summer school, under college authority, grows directly out of the demand which it seeks to meet. Its work may be of at least four kinds:

*First.*—There is the task of providing instruction for those persons who wish to add to their general culture and attainments, but who are unable to pursue a regular college course. The instruction, when it has this object, should be of the kind which does not require a long preliminary preparation and in which the work done in the summer session can be easily supplemented and continued through private home study. Such instruction should include literature, history, political economy, art, elocution, and the like.

*Second.*—The summer school should afford the regular university or college student the opportunity of shortening the college course by enabling him to do an increased amount of work within a given year, or through enabling him to make up deficiencies; it should, also, enable the student to do more work in some special line than the stress of the regular college-year would permit.

*Third.*—These sessions should afford students preparing for college the opportunity of working off conditions and of making up the requirements of the entrance examination. Experience shows that many students avail themselves of this opportunity of doing preparatory work.

*Fourth.*—In addition to the opportunity for general culture, for preparatory and college work, summer schools,

where it is possible, should offer to teachers professional advantages. These advantages should be of two kinds : (1) Opportunity should be given young teachers to study the common branches with reference to teaching, and also to study the elements of educational theory and practice, those particular portions which will be most helpful to them in their every-day work; (2) Opportunity should be given the more advanced and experienced teachers to study the higher subjects with reference to instruction and also of making a thorough study of education ; courses, for example, in psychology, paidiology, ethics, sociology, principles of education, history of education, methods, school management and administration, should be given.

Of course, there is no limit to the kinds of instruction that any given summer school might offer, yet the chief work of a summer school, under college authority, will fall within these four general lines. The good summer school will find its chief aim in supplying students, who are unable to take a regular college course, opportunities for general culture ; in enabling regular college students to continue their work ; in offering opportunities for preparatory work ; and in making it possible to pursue either elementary or advanced professional work.

The summer school of the Ohio University, for 1904, has these various objects in view. Courses are offered for those who desire merely to add to their attainments ; ample opportunities are given to regular college and preparatory students to continue their studies ; while abundant provisions are made for teachers, of all grades, to study academic branches with reference to instruction, and to pursue both elementary and advanced courses in education.

FRANK P. BACHMAN.

**Courses of Study for the Summer  
School of Ohio University, 1904**

**FACULTY\***

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ALSTON ELLIS, PH. D., LL. D.,  
*President.*

HENRY G. WILLIAMS, A. M.,  
*Dean of the State Normal College; School Administration,  
Elementary Course of Study, and School Management.*

BREWSTER OWEN HIGLEY, PH. M.,  
*History, Civics, and Political Economy.*

ALBERT A. ATKINSON, M. S.,  
*Physics and Electrical Engineering.*

EDWIN W. CHUBB, LITT. D.,  
*English Literature, Rhetoric, and Reading.*

HIRAM ROY WILSON, A. M.,  
*History, Rhetoric, and Grammar.*

FREDERICK TREUDLEY, A. B.,  
*Special Methods, Psychology, and Geography.*

EDSON M. MILLS, A. M. PH. M.,  
*Mathematics.*

WILLIAM F. MERCER, PH. D.,  
*Biology and Geology.*

WILLIAM B. BENTLEY, PH. D.,  
*Chemistry.*

ELI DUNKLE, A. M.,  
*Latin.*

EDWIN TAUSCH, PH. D.,  
*German and French.*

OSCAR CHRISMAN. A. M., PH. D.,  
*Paidology.*

FRANK P. BACHMAN, A. B., PH. D.,  
*History and Principles of Education.*

CHARLES M. COPELAND, B. PED.,  
*Commercial Branches.*

MABEL K. BROWN, PH. B.,  
*Stenography and Typewriting.*

WILLIAM F. COPELAND, PH. M.,  
*Assistant in Biology.*

MARIE LOUISE STAHL,  
*Free-hand Drawing.*

CORNELIA I. GASKELL,  
*Public-School Drawing.*

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*Public-School Music.*

LILLIE A. FARIS,  
*Training School with Primary Methods.*

AMY M. WEIHR, PH. M.,  
*Critic Teacher.*

LENORA B. BISHOP, PH. B.,  
*Librarian.*

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\* Note that, with one exception, the Faculty of the Summer School is made up of Professors and Instructors regularly connected with OHIO UNIVERSITY and THE STATE NORMAL COLLEGE.

## **OHIO UNIVERSITY**

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**Origin and Location.**—Provision for the Ohio University was made in the terms of purchase, by the Ohio Company, of lands from the United States in 1787.

The University was organized under an act of the Legislature passed in 1804. Its Trustees are appointed by State authority.

The first building was erected in 1817. It is now known as "Central Building," and is the oldest college edifice northwest of the Ohio river.

Athens, the seat of the University, is situated in Southeastern Ohio. It is accessible from the east and west by the Baltimore and Ohio Southwestern railroad and its branches; from central and northern Ohio, by the Columbus, Hocking Valley, and Toledo, and the Toledo and Ohio Central railroads.

The lover of natural scenery can not fail to be charmed with its picturesque surroundings. The winding valley of the Hockhocking and the wooded hills beyond present a series of lovely views from the University; while the wide prospects, as seen at certain seasons from some of the neighboring summits, are seldom surpassed in quiet and varied beauty.

The University campus is a beautiful ten-acre tract of ground located in the city of Athens. Its gradual slopes are covered, in many places, with forest trees, and its lawns are kept in presentable and pleasing condition the year round. Athens is an ideal place for the location of an institution of learning.

The University buildings, six in number, are grouped on the highest ground of the campus. The new Administration building is the handsomest and most serviceable building now on the campus. The Normal-College building, now in course of erection, will be the handsomest, largest, and best building on the grounds.

**OHIO UNIVERSITY****SUMMER TERM**

June 20 to July 30, 1904

This term is arranged to accommodate those who are otherwise employed during the regular terms and to afford college students an opportunity to continue their studies. All collegiate instruction will be given by members of the regular Faculty and the requirements and the credits in the various branches taught will be the same as in other terms.

Ohio University, by tradition and experience, has ever been in close touch with the public-school system of the State. Many of the graduates, and many who left the undergraduate classes without completing a course are now engaged in teaching. Of the students now in attendance upon college classes at least one-third have had successful experience in teaching. This institution was one of the first in Ohio to establish and maintain with credit a Department of Psychology and Pedagogy.

**THE STATE NORMAL COLLEGE**

In March, 1902, the General Assembly of Ohio enacted the "Seese Law" establishing two State Normal Schools. One of these is The State Normal College of Ohio University. The provision for the support of this State Normal School is sufficient to enable the Trustees to maintain a high-grade institution where the teachers of the State may obtain superior professional training. The Ohio University Summer School will maintain regular departments of The Normal College, and work done in the Summer School will entitle the student to credit on a regular college course.

**Inquiries.**-- If you do not find in this circular the information you are seeking, kindly write to the President of the University. If your inquiry pertains to the work of any particular department, it would expedite matters if you would direct your inquiry to the head of the department, as noted in the list of Faculty members given elsewhere.

**THE FACULTY**

We desire to call attention to the fact that the interests of students who enroll in the Summer School will be carefully guarded. The Faculty is a very strong one, com-

posed of those who are regularly engaged in the work of the University. It would seem hardly necessary to call attention of prospective students to the fact that this is a guaranty of high-grade work, and that the work done in the Summer School will be up to regular college grade in every respect. College credit will be given for all work done. For the number of hours of credit allowed on each course, see the several courses offered.

### THE COURSES OF STUDY

Courses of study have been provided to accommodate the following classes of students: Those doing regular college work who wish to continue their college studies during the summer; those young people who are preparing to teach and who are desirous of getting the very best professional equipment; teachers of some experience who wish to review and take advanced work; teachers who are preparing for the State Examinations; teachers and others who are preparing to enter one of the regular University or Normal-College courses, and wish to bring up back work in order to be able to enter a college course without conditions; teachers and others who are prepared to carry regular college work; superintendents and advanced teachers who are seeking a broad professional training.

**School Administration and School Law.**--This course will consist of a systematic study of the school laws of Ohio, including such revisions and additions as may be made by the Legislature of 1904; Lectures and Round-Table discussions on School Organization, School Administration, School Supervision, School Hygiene, School Architecture, Teachers' Meetings, Course of Study, Classification and Grading of Pupils, and other important subjects. Forty-four hours of Normal-College credit will be allowed.

**The Elementary Course of Study.**--This course will cover the same ground as the course given during the Fall term of 15 weeks. Forty-five hours of credit will be given. The course consists of a logical presentation of the principles underlying the course of study; the psychologic foundations upon which a course of study for the Elementary School should be based; a systematic and detailed statement of instructions covering a course of study for each of

the eight years in the Elementary School upon the following subjects: Language, Reading, Arithmetic, Nature Study and Geography, History, and Physiology.

**School Management.**—This is an elementary course for those who have never taught, and for those who have had but limited experience. The course comprises a thorough study of the general principles of school management and is based largely on the following books: White's *School Management*, White's *Art of Teaching*, and Tompkins's *Philosophy of School Management*. From time to time superintendents of broad experience and teachers of unquestioned success will present to the class the fruits of their experience.

**Elementary Pedagogy.**—This is the regular course offered in the first year of the "Course in Elementary Education for Graduates of Common Schools." It is designed especially to meet the needs of those preparing to take the county examinations for the first time, and for those who have taught but a short time and have had little or no preparation for the examination in Theory and Practice.

**Introduction to the Principles of Education.**—This course is regularly given in the third year of the "Course in Elementary Education for Common-School Graduates," and in the first year of the same course for "High-School Graduates." It constitutes the first real pedagogical work of the Normal College and serves as a basis for all later work, such as "Methods," "School Management," and should be taken before these more advanced courses. This course is especially designed to meet the general pedagogical needs of the common-school teacher in the classroom and will serve as a preparation for county and state examinations. McMurry's *Elements of General Method* and Dewey's *Ethical Principles Underlying Education* will be used as texts. Thirty hours' credit will be given.

**Principles of Education.**—This course is given in the Junior year of the regular Normal-College courses in Secondary Education and in Supervision. It is designed for advanced students, teachers of experience, and superintendents. It purposes to give a conception of the broad underlying principles determining all school work. The first half of this course will be given, and the following topics will be con-

sidered: (1) Relation of Educational Theory and Practice to Social Theory and Practice; (2) The Individualistic Character of Society; (3) The Social Character of the Individual; (4) Place of Education in the Development of Society; (5) Place of Education in the Development of the Individual; (6) The Interest of the Individual *versus* the Interest of Society; (7) The Individual as an Impulsive, Rational Organism; (8) The Aim and Meaning of Education. Thirty hours' credit will be given.

**The History of Ancient and Mediaeval Education.**—This is the regular work offered in the Sophomore year of the Normal-College courses in Education and in Supervision. The work in the Summer term will be limited to German and Roman education. The method of study will be, first, a general review of the determining factors in the civilization of the period; second, a consideration of the educational theorists; third, a study of the educational practice of the period as seen in the aim of education, school system, grades of instruction, curriculum, methods, teachers, discipline, and school organization; fourth, a discussion of the permanent phases in the educational work of the period. Laurie's *Pre-Christian Education* and Munroe's *Source Book for the Greek and Roman Period* will be used as texts. Thirty hours' credit will be given.

#### PAIDOLOGY

The purpose of the work in Paidology, the science of the child, is to study child nature, so as to gain such knowledge as is needed in the school and in the home. In the catalogue for 1903-4, under the Department of Paidology, page 79, there is arranged four full years' work, of college grade, this work being carried on in the classroom, in the field, and in the laboratory. For Summer term will be offered courses for three classes of students—for those who want to take up this study for the first time, for those who may have had one or two terms in it, and for those who may have completed a year's work in Paidology or who are college graduates.

**Childhood.**—Sixty hours' credit. Childhood covers the period from the time of the obtaining of the temporary teeth, about two and a half years of age, to the time of the

gaining of a majority of the permanent teeth, or near ten years of age. Thus in this period are included the years of the kindergarten and primary school. In this course are studied the general characteristics of childhood, growth, diseases of this period, the senses, mental and physical development, care of children, etc., such as may be needed to give an understanding of this time of life.

**Boygirlhood.**—Forty-four hours' credit. Boygirlhood covers the period lying between childhood and youth, from about ten years of age to near fourteen or sixteen. Thus this includes the grammar-school period and the early years of the high school. In this course attention is directed to the remarkable physical growth that occurs at this time and to those changes going on which show that the being of the child is becoming something quite different to that of the earlier period.

All above are required for those who may complete either of the courses in Elementary Education (five-year and two-year courses). It is preferred that childhood be taken before boygirlhood, yet this is not binding, so that either of these may be taken during the Summer term, just as the student may find convenient.

**Uncivilized Child.**—Thirty-three hours' credit. The child among uncivilized and semi-civilized peoples is studied under the various conditions as he is found among such peoples. Two main ends are sought for in this study. In the first place it is tried to discover in what particulars the savage child and the civilized child are in common, so as to see what are the things that belong to a child in his more natural state. In the second place it is sought to learn what customs, now existing among uncivilized peoples in reference to the child, may be survivals of those formed about the child when civilized man was not in his high state as now.

**Historical Child.**—Thirty-six hours' credit. Under this is taken up the study of the child as found among the nations of the ancient times, in mediaeval Europe, and in earlier United States. In this study is learned in what relations the child stood in those countries and times, and comparisons made with the child's status at present with us. It is also tried to ascertain what laws and customs pertain-

ing to children remain to us from those nations, so that we may have a better insight into such.

The two foregoing are required for those who may complete the work of the courses in Secondary Education or in Supervision (four-year courses). Those who may not have had either ought to take the latter, yet for the Summer term either Uncivilized Child or Historical Child may be taken, just as may be desired or is found convenient.

**Paidometry.**—Thirty hours' credit. In this course it is purposed to put together somewhat as a summary what has been gained from the study of children, grouping such about growth. This study will consider the growth in height and weight, noting the growth of the parts of the body at different periods and the effect of such; the growth of the various organs, as the heart, lungs, teeth, brain etc., and what bearing such have; the effect or disease upon growth; motor ability and growth; and all such, which may need to be considered in this relation. The bearing of the child mentally depends so much upon his physical condition that in particular will be noted those things which hinder or aid growth and how such act upon the child.

Paidometry is required for those who may complete the courses in Secondary Education or in Supervision (four-year courses) or the Course for College Graduates (one-year course). It is advisable that only those who may have had a year's work in paidology or who are college graduates take the course in paidometry, yet for the Summer term this will be open to others.

#### COURSE IN SPECIAL METHODS

Experience indicates that many teachers attending summer schools desire specific help upon the best ways of presenting the subject matter they are called upon to teach.

To meet this need there will be given instruction upon approved methods of teaching with the emphasis laid upon the more advanced phases of this work.

It will be the aim to ground this work upon principle so that not only the method of procedure may be clearly seen but also the reason of it.

Effort will be made to impart some ability to distinguish between right and wrong methods of teaching and wherein truth may mingle with error.

Another aim of this instruction will be to show the relation between method and the subject-matter of instruction so that clear insight may be had as to their respective fields.

Because the laws of mental growth lie at the basis of method, there should be found unity amidst variety; and it will be a further aim of the instruction to indicate the common elements of all instruction.

**Psychology.**—The course in Psychology, based upon Hallieck's *Psychology and Psychic Culture*, is intended to give aid to teachers to whom this study seems to have vague application to their real work.

There are many who fail to realize that the foundation of method must lie in an adequate understanding of the development and operation of mental power, and there are many more who find it difficult, on this account, to defend their practice.

Many, also, fail to see how insight into this subject affords an adequate explanation of many of the phenomena of life by which they are surrounded, and insight into the wealth of their spiritual life.

Psychology, when studied in the right way and from a true point of view, yields an enlargement of life, to many quite like the discovery of a new land.

To learn how sensation is based upon the senses, how perception takes raw materials and weaves them into finished products, how imagination lays hold upon perceptions and converts them into gorgeous fabrics, how memory works lending its aid to the processes of thought, how judgments influence the will, and how all true education is, at bottom, truly ethical, imparting to life color and brilliancy and filling it with a sense of true happiness—all this is ample justification of a study in which is implied all that has been said and more.

**Physical Geography.**—A course in this subject will be given, based upon Davis's *Elementary Physical Geography*. The subject will be viewed from the standpoint of a living, changing world, constantly fitting itself to the great pur-

pose which it is called upon to serve, and expressing, in its manifestation, the harmonious co-operation of countless agencies.

Stress will be laid upon the causes through which have come into view the visible forms about us. Close connection will be made between the subject and the industrial life of the world.

There are few studies which answer so many of the general questions likely to arise in the mind and out of one's experience and reading as this one; and no one can hope to teach Geography well who is not thoroughly conversant with the various phases of the life of the world brought out in this study.

**Commercial Geography.**—A course in Commercial Geography will be offered based upon Redway's text.

The subject will be viewed in its larger outlines, and will show the complex workings of human life and the innumerable reactions among peoples and races.

#### ART DEPARTMENT

The work is carried on by the methods in vogue in the best Art schools. Drawing is taught from still-life objects, casts, and life according to the ability of the students. The studio used by students is large, well-lighted, and well-equipped.

Instruction will be given in painting in oils, water colors, pastels, porcelain decorations, and out-of-door sketching. For these last named, as they do not come within the scope of the ordinary work in the Summer term courses, a fee of *ten dollars* will be charged.

**Public-School Drawing.**—Drawing is no longer looked upon as superfluous, and in public-school work it is coming more and more to have a permanent place. It trains the powers of observation, develops the creative imagination, and aids in forming clear mental images. It is a means of expression, a help in all school work, and, rightly directed, should lead also to a love and appreciation of the beautiful in Nature and in Art.

As expression work, in connection with all other studies, this subject is invaluable. It correlates with all work, and

observation, imaging power, and power of expression develop naturally.

The work and exercises given will be with this end in view: That the student may not only learn how to draw himself, thus broadening his own powers and culture, but how the subject should be presented and taught to children as well. The subject will be considered in the three divisions of Construction, Representation, and Decoration. Pencil will be the medium most used.

Students having no art training will be expected to begin the two-year work planned in the regular course. Those who have had thorough high-school training may take up advanced work.

During the term, a special course in Design and Composition will be offered, for which the same fee as for painting will be charged. If desired a class for out-door sketching will be formed.

**First Term Drawing.**—Free-hand drawing of flowers, fruits, vegetables, and trees. Perspective principles taught through the study of cylindrical and rectangular objects, singly and in groups. In addition to work with the pencil, students will work at the blackboard, being taught to sketch with chalk freely and rapidly.

**Second Term Drawing.**—More advanced work in free-hand drawing will be taken up. Most of the time will be devoted to the subject of construction, particularly to what is called Mechanical Drawing. This will inclnde only such work as is suitable for the schoolroom—working drawings, patterns, and constructive design.

**Third Term Drawing.**—Work from objects and nature in pencil and brush and ink. Sketching from figure pose. Composition in connection with Representation and Decoration. Study of pictures and artists.

**Elementary Manual Training.**—A course in paper folding, clay modeling, cardboard construction, and raphia and reed work, planned for primary and intermediate grades but suggestive for a course for higher grades, will be offered.

#### THE MODEL SCHOOL

The Normal College has under its direct supervision and control a Model School, where skilled teachers of broad

training and experience are to be found giving the best instruction by the most approved methods. Teachers should understand the theory of education, but they must know more than mere theory. They must be able to apply theory and adapt it to conditions and environment. One of the most essential features in the training of teachers is the observation and practice work in the Model School. During the Summer term a Model School, consisting of at least the First and Second Grades, will be conducted by Miss Lillie A. Faris, First-Grade Critic of the Model School, assisted by Miss Amy M. Weihrauch, Second-Grade Critic of the Model School. Miss Faris will also have charge of the instruction in Primary Methods, and will give at least one course of lectures on this subject. The Model School will be regularly organized and the children will receive systematic instruction. At the close of each session, students who have been observing the work will be given an opportunity to ask questions concerning the methods used. Teachers of all grades will gain much practical help from this observation work as well as from the conferences that will be held. In all regular courses in The State Normal College a minimum of 115 hours of teaching is required, and regular collegiate credit will be given for work done during the Summer term.

#### ENGLISH

**Reading.**—Clark's *How to Teach Reading* will be used as a text-book. Much of the work will be practice in reading, with the thought that the teacher who has learned to read well has secured the best preparation for teaching reading. With this end in view, students will be asked to read and recite in class selections of poetry and prose. To read well one must understand the thought, must be able to enter sympathetically into the mood of the writer, and, finally, be skillful in the use of his voice.

This course is for Normal-College students and gives 36 hours' credit.

**English Grammar.**—At least two classes in Grammar will be formed. The advance course will present technical grammar, and will deal with the different idioms, constructions, and usages which are so often a source of diffi-

culty to teachers. The elementary work will follow the general text-book plan. In both classes, emphasis will be placed on the method of presenting the subject.

In the Normal College, thirty-six hours' credit will be given for the work in advanced grammar.

**Elementary Rhetoric.**—Composition work will receive the main emphasis. Methods of teaching composition in the grades will be carefully discussed. The theory phase of this work will be given consideration. Carpenter's *Elements of Rhetoric and English Composition* will be the text-book used.

**Rhetoric.**—This is college work of the Sophomore year. The emphasis is placed upon paragraph and editorial writing. Each student also gives, from time to time, oral reports upon technical works on subjects closely related to composition and style. The Library furnishes material for these reports. Forty-five hours' credit.

**Shakspere.**—In the classroom, *Julius Caesar*, *Macbeth*, and *Hamlet* will be studied. Three plays will be read rapidly by the student outside of the classroom. In addition, eight lectures will be given upon topics relating to Shakspere. Students will be asked also to report upon readings from Lee, Moulton, Dowden, Lounsbury, Hudson, Brandes, and others. Thirty-six hours of college credit.

**History of English Literature.**—This is college work and is open to those who have done considerable work in the field of general literature. The work consists of a rapid survey of literature from Beowulf to Tennyson. The text-book followed is Halleck's *English Literature*. As this text is somewhat elementary, much supplementary reading of critical authors is expected, and each student is required to make a full study of one author, and prepare a paper to be read before the class. Forty-four hours' credit.

Students expecting to take this course should have some familiarity with the following: Shakspere's Hamlet, Macbeth, As You Like It, and Othello; Milton's Paradise Lost, Book I., Lycidas, L' Allegro, and Il Pensero; Bunyan's Pilgrim's Progress; De Foe's Robinson Crusoe; Swift's Gulliver's Travels; Pope's Rape of the Lock; Goldsmith's Vicar of Wakefield; Burns's Cotter's Saturday Night, The Twa Dogs, and Tam O'Shanter; Shelley's

Cloud, Skylark, and Ode to the West Wind; Keats's St. Agnes, Grecian Urn, and Nightingale; Browning's Pippa Passes; Tennyson's In Memoriam and The Princess; Scott's Ivanhoe, Kenilworth, Talisman, or Woodstock; Eliot's Adam Bede, Mill on the Floss, or Middlemarch; Dickens's David Copperfield, Pickwick Papers, Oliver Twist, or Old Curiosity Shop; Thackeray's Henry Esmond, Vanity Fair, or The Newcomes; Stevenson's Treasure Island, Dr. Jekyll and Mr. Hyde, Master of Ballantrae, or David Balfour.

#### HISTORY, CIVICS, AND ECONOMICS

**U. S. History.**—In this subject two courses will be offered. The first will be the regular course given in the Winter term of the Freshman year. Wilson's *Division and Reunion* will be the text-book used, supplemented by collateral reading. College credit will be given for the successful completion of this course.

The second class will take up the study of American History by topics beginning with Discovery and Colonization of the country and coming down to the present time. This is intended as a review class for teachers and those preparing to teach. The standard authorities will be used as references. The great questions which arose from time to time will be discussed as fully and freely as possible.

**General History.**—The object is to make a somewhat hasty survey of the subject. Due attention will be given to the important epochs. The relation sustained by Ancient and Mediaeval history to the Modern will be emphasized. Meyers's *General History* will be the text.

**Civics.**—It will be the aim in this work to show the growth of our system of government and the rights and duties of citizens therein, both local and national. The text used will be Willoughby's *Rights and Duties of American Citizenship*. The course will be five hours a week. One term's credit.

**Political Economy.**—The work of the term will be five hours a week, based upon Laughlin's *Elements of Political Economy*. Along with this will be frequent reference to books and articles upon the various topics set before the class. Credit, at least thirty hours.

### CHEMISTRY

**General Descriptive Chemistry.**—First term, six recitations and ten hours' laboratory work per week are required. The work covered will be that of the first term of the regular college course. Newth's *Inorganic Chemistry*, Hollerman's *Inorganic Chemistry*, or Remsen's *College Chemistry* will be used as a reference book.

Second term, five recitations and eight hours' laboratory work per week are required. The work will be that of the second term of the regular college course and must be preceded by the work of the first term.

**Qualitative Analysis.**—Practical work in the detection of inorganic substances, both acid and basic. To secure the best results, students in this course should devote their entire time to it.

**Organic Chemistry.**—A short course is offered in this subject. Previous training in chemistry is essential.

**Quantitative Analysis.**—Practical work in gravimetric and volumetric analysis. Open to students who have done work in qualitative analysis.

Other work may be had in chemistry provided there is sufficient demand for it.

### BIOLOGY

**Physiology.**—The course offered for the Summer term is the course given during the Spring term of the college-year. Forty-eight college hours will be allowed for the completion of this course. The course will consist of at least two lectures or recitations of one hour each and two laboratory sections of two hours each, every week of the term. This will be a course of actual demonstration of the functions of the different organs of the body. For example, the student actually tests the action of the reagents found in the gastric juice upon the food principles. He then uses the gastric juice prepared from the stomachs of different classes of animals, and tests its action upon different foods, the changes thereby being brought before the eye.

**Anatomy.**—This course will supplement the course in Physiology. The college student expecting to take the Sophomore work in Biology during the summer will find it necessary to take both these courses and he will be unable

to take anything else. The course in Anatomy will consist of two lectures or recitations one hour each and two laboratory sections of two hours each every week of the term. The laboratory work will be mainly dissection of the cat or rabbit and the study of microscopic sections of all the important organs. Forty-eight University hours will be allowed for the completion of the course.

**Teachers' Course in Physiology.**—This course will be intermediate between an elementary and an advanced course. It will include recitations, dissection of the cat or the dog, the study of the microscopical structure of the organs of the body, and general discussions of methods of teaching physiology in the public schools. In case any student should want college credit for this course, sixty hours of preparatory credit will be allowed.

**Entomology, or Nature Study.**—Insects will be the basis of study. The plants associated with the insects will be studied and their relations pointed out. The anatomy of the insect will be studied from the locust, dissections being made by the students. Two lectures, recitations, or field trips will be made; and two laboratory sections of two hours each will be held each week of the term. The course will be strictly scientific while the plan will be to adapt it to the wants of public-school teachers. It is designed to create an interest among the teachers in nature study, in order that they may stimulate to better advantage the observing powers of the pupils who come under their instruction. Collections of insects will be made and classified, thereby gaining the required knowledge to make a private collection or one for each public school. Forty-eight University hours will be allowed upon the completion of this course.

**Botany.**—The same course as that given in the Fall term will be followed. Study begins with the plant cell and traces the development of the plant through the successive orders to the flowering plants. Attention will be given to living plants, including plant physiology, and a general consideration of all the life principles involved in plants. Forty-eight University hours will be credited for the completion of the scheduled work.

The stereopticon will be used to illustrate the lectures referred to above. It will also be used in demonstrating

many principles which will come up for study. Lectures of a popular nature will be given from time to time, to which all members of the Summer School are invited.

#### PHYSICS AND ELECTRICAL ENGINEERING

**Preparatory Physics.**—This is the work required regularly of all students in the third year of the Preparatory course. The text-book used is Carhart and Chute's *High School Physics*: for the present Ayres's laboratory manual will be used as a guide for the laboratory work. The course will be adapted to the needs of students, (1) who have never studied Physics; (2) who have, in high schools or elsewhere, studied a text-book, but have not had any laboratory work; (3) who have had the equivalent of one term in Physics, and wish to take up the second term's work; (4) who wish to review the whole subject of Physics preparatory to an examination in the subject. There will be five recitations each week. Graduates of First-Grade high schools, or teachers of Physics in the same, are credited in college with the text-book work, but will be required to do the laboratory work, if this has not been done systematically elsewhere. The time required for the completion of the whole course of laboratory experiments will be three or four hours daily for the six weeks, and for one term's work about two hours per day.

The first term includes Properties of Matter, Mechanics of Fluids and Solids, and Heat; the second term, Electricity and Magnetism, and Light. This applies both to the class work and the laboratory exercises. Teachers of high-school classes will find the laboratory work particularly valuable to them. Complete and systematic notes are required to be written on each exercise in a book adapted to the purpose, so that in addition to the educational value of the course to the student himself he also acquires certain forms and methods and suggestions which will be of material service to him in teaching his own classes. Credit, seventy-five hours for the first term and sixty hours for the second term.

**Advanced Physical Laboratory.**—This is the laboratory work required of Juniors in the Scientific course and in the course in Electrical Engineering. It presupposes knowledge

of the course described above or its full equivalent. Four laboratory hours each day will be required. No particular manual will be specified, though the course includes exercises of an advanced character from several sources, to which references are given. Fifty hours' credit will be given for this work.

There will also be an advanced course adapted to the requirements of those, if any, who may have had the Junior course, or its full equivalent. This will consist of absolute measurements in Magnetism and Electricity, three hours each day, giving a credit of thirty hours.

**Electrical Engineering.**—This will be a beginner's course for those who expect to continue the subject later, and for teachers and others who desire to learn the fundamental principles of Electrical Engineering. There will be five recitations a week, and fifty hours of college credit will be given. The text-book will be Atkinson's *Electrical and Magnetic Calculations*. This course will be of great service especially to teachers in Physics, since it will give such a drill in the fundamental principles of electricity and magnetism, and their applications, that this portion of Physics will seem afterwards very easy. It may also be the means of introducing some to a new and an attractive line of work which they may wish to pursue at a future time.

#### MATHEMATICS

**Arithmetic.**—The work of the class will be especially helpful to those contemplating either State or County examinations for teachers' certificates. Special emphasis will be given to the following subjects: Arithmetical Analysis, Percentage and its Applications, and Mensuration. Forms of solution and methods of teaching will receive special attention. Normal-College credit will be given.

**Algebra.**—First and second term classes will be formed. Beginners will complete Milne's *Elements*, and the second class will take the work in Fisher and Schwatt's *Secondary Algebra* to Involution. If called for, a special class will be formed for High-School teachers. Regular credit will be allowed.

**Geometry.**—Courses will be offered in both Plane and Solid Geometry. Phillips and Fisher's *Elements of Geometry*

will be the text in both classes. Fifty hours of college credit will be given for Solid Geometry. High-School teachers will find the work of these classes suggestive and helpful.

**Trigonometry.**—If there is a demand for it, a course in Trigonometry will also be offered.

#### **BOOKKEEPING**

**Course One.**—This course is for beginners and will include Budgets A and B of the Sadler-Rowe system with numerous supplementary exercises. Ample practice will be given in opening, keeping, and closing such modern single and double entry books as are used in the simpler kinds of business; also in drawing and recording business papers, in rendering statements and balance sheets, in tracing errors, in changing from single to double entry, in adjusting interest between partners, etc. Students who take this course should be able to meet the requirements of teachers in High Schools or to keep an ordinary set of books.

**Course Two.**—This course is open to those who have had Course One or its equivalent, and includes the higher forms of accounting used in wholesale, manufacturing, banking, and by corporations and commission merchants. The organization and management of partnerships and corporations are explained and the Voucher System is carefully studied. While this course is indispensable for the ambitious accountant, it is valuable in training and information to persons in any occupation. Sixty hours of college credit will be allowed for either course.

#### **STENOGRAPHY AND TYPEWRITING**

Classes in stenography will be formed for beginners as well as for advanced students. From thirty to sixty hours' credit will be given, according to amount of work done.

All students who take stenography are given regular instruction in typewriting. The department has an ample supply of new standard machines which are at the disposal of its students for as much daily practice as they can arrange to take. No credit is given for typewriting alone.

**LATIN**

Four classes in Latin will be offered. Each class will recite five times per week, and the work will cover one regular college term.

**Beginning Latin.**—Students taking this subject will be expected to complete the first fifty lessons in Collar and Daniell's *First Year Latin*.

**Cæsar.**—This class will take up the Gallic War, beginning with the first book.

**Cicero.**—The first three orations against Catiline will form the subject of study in this author.

**Vergil.**—The Aeneid, Books I. and II. The subject of scansion will receive attention, and some work will be done in Latin prose composition.

In reading the Roman authors just named, a careful study of forms and syntax is considered essential. Students should be provided with Latin grammars. Any standard text may be used.

**GERMAN AND FRENCH**

Two classes in each of these modern languages will be formed—a class for beginners, and one for work more advanced. All this work is part of that regularly scheduled for the Summer term. Work more advanced, whether in classes or by private instruction, can be taken after arrangement, as to hours and compensation, with the instructor.

**VOCAL MUSIC**

**First.**—A beginning class will be formed. The work will be elementary and practical, leading to sight-reading as soon as possible. The teacher of music is a graduate of the National School of Music, Boston, and is at present Supervisor of Music in the Youngstown, O., schools.

**Second.**—An advanced class in sight-reading and methods of teaching public-school music will be formed.

**Third.**—A class for choral drill will be organized. The one who seeks admission to this class must show fair proficiency in reading ordinary music.

The use of music books belonging to the University will be free of charge to the students. Other needed books and material will be furnished to students at actual cost.

## GENERAL INFORMATION

**Summer School.**—The last Summer term of Ohio University, beginning June 22, 1903, was attended by 423 students, not counting 104 pupils in the Training School. These students came from all sections of Ohio and represented about sixty counties of the State. Kentucky, West Virginia, and Illinois were also represented. Teachers and superintendents should plan early to attend the session of 1904, which will begin June 20th and continue six weeks. A faculty of twenty-three members will have charge of the instruction. Teachers should plan to enter a regular course in The State Normal College and pursue such work during the Summer term as will give them credit on a college course. One prominent superintendent is now finishing a regular four-year course which he has taken wholly during Spring and Summer terms at different institutions, covering a period of thirteen years. He has lost no time from his school. It is better economy, doubtless, to complete the course in less time, in order that one may enter earlier into the rewards of a college course; but Summer study and home study combined will help an ambitious teacher to shorten a college course. Why not examine the catalogue and determine now the course you wish to pursue, and then begin at once to work out systematically the studies of that course? If you are a teacher of experience, or if you have had previous collegiate or high-school training, you will doubtless be able to do at home, under our direction, some systematic reading and study which will help to shorten the time otherwise required in college.

**Home Study.**—In many of the courses offered in the Normal College opportunity will be given to do a limited amount of work at home under the direction of the head of the Department in which the student desires to do the work. This opportunity will be offered only to advanced students, who will take examinations in the studies so pursued, or otherwise satisfy the professor in charge that the work has been satisfactorily done.

**Expenses.**—No tuition will be charged. The Registration fee of \$3.00 will entitle students to all the privileges of the University, save special instruction in private classes.

Boarding in clubs, per week, from \$1.75 to \$2.25; and at Women's Hall, \$2.75.

No school town can offer better accommodations at more reasonable prices than Athens. Nicely furnished rooms, convenient to the University, may be rented for \$0.75 a week, including light, fuel, bedding, towels, and everything needed by the roomer. This rate is given where two students occupy the same room. If occupied by one student, such rooms usually rent for \$1.00 a week. It is safe to say that four-fifths of the rooms rented to students are rented for \$0.75 each per week. A few rooms may be rented for \$0.50 and \$0.60 a week.

Rooms in Women's Hall range a little higher than the prices before named. Ladies wishing rooms in Women's Hall should write soon, as such rooms are in demand. Athens can easily accommodate a large number of students. At the close of the first day of the Summer term of 1903, every student had been pleasantly located.

**Free Lectures.**—Arrangements have been made for free lectures to be delivered in the Auditorium of the University within the period required by the Summer term.

**Teachers' Conferences.**—At least two conferences—one hour each—will be held each week. These will be held by members of the Faculty and others familiar with the working of the public schools and experienced in school methods and management. Subjects of practical interest to teachers will be considered and the greatest freedom in discussion encouraged. The interest already manifested in this feature of the Summer term warrants the statement that no other part of the work will be more helpful to teachers.

**Laboratories, Etc.**—The laboratories, museums, art studios, library, and gymnasium of the University will be accessible to students free of charge.

**Range of Studies.**—Nearly one hundred recitations a day have been provided for, covering subjects in every department of the University. These subjects may be enumerated here: Arithmetic (two classes), Grammar (two classes), U. S. History (two classes), Algebra (four classes), Public-School Drawing (three classes), Free-hand Drawing (three classes), Bookkeeping (two classes), General History, Physiology, Psychology, Anatomy, Political Economy, Beginning

Latin, Cæsar, Vergil, Cicero, Advanced Latin, Physics (two classes), Electrical Engineering (two classes), History of Education (two classes), Principles of Education (two classes), School Management, School Administration and School Law, The Elementary Course of Study, Primary Methods, Special Methods in School Studies, Pedagogical Conferences, Political Geography, Commercial Geography, American Literature, English Literature, Preparatory Rhetoric, College Rhetoric, Shakspere, Tennyson, Paedology, or The Science of the Child (four classes), Elementary Chemistry, Qualitative Analysis, Organic Chemistry, Stenography, Typewriting, Elementary Manual Training, Physical Laboratory, Chemical Laboratory, Biological Laboratory, Nature Study, Botany, Observation in Model School, Teaching School, Civil Government, Plane Geometry, Solid Geometry, Trigonometry, How to Teach Reading, Sight-Reading (in music), How to Teach Public-School Music, Vocal Music, Chorus Work, Beginning German, Advanced German, Beginning French, Advanced French, and other subjects, if a sufficient demand is made at the opening of the term.

**Other Branches.**—Arrangements can be made by students attending the Summer term for private lessons in Greek, Latin, German, French, Spanish, Psychology, Pedagogy, Voice Culture, Piano, Violin, Higher Mathematics, Philosophy, and other branches scheduled in any of the University courses. The cost of such instruction, in each branch, will not exceed \$5.00 for the full term of six weeks. Inasmuch as the work offered in the regular classes of the Summer School covers so wide a range of subjects, it will be, in most cases, a matter of election on the part of students if they take *private* instead of *class* instruction.

**Text-Books.**—All text-books will be supplied at the lowest prices possible. Students should bring with them as many supplementary texts as convenient.

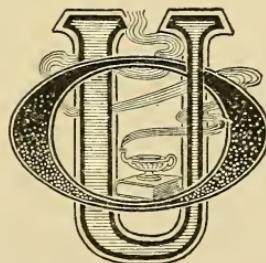
**Instruction.**—*It will be noted that all the instructors, with one exception, are regularly engaged in teaching in Ohio University. Those who enroll in the Summer term are thus assured of the very best instruction the University has to offer.*

For further information, address ALSTON ELLIS, President, or ELI DUNKLE, Secretary, Athens, Ohio.

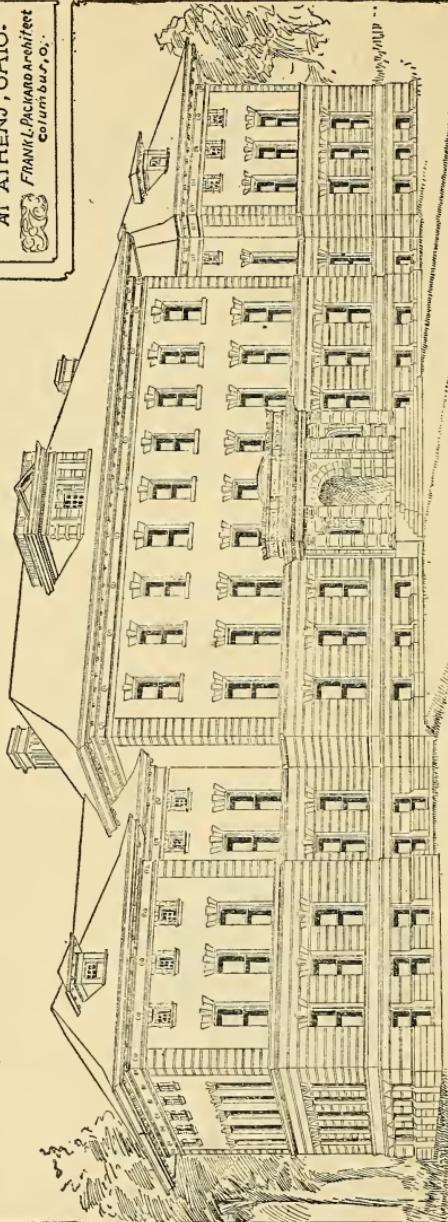
"Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."—*Article 3, Ordinance of 1787.*

"That there shall be an University instituted and established in the town of Athens \* \* \* for the instruction of youth in all the various branches of the liberal arts and sciences, for the promotion of good education, virtue, religion, and morality, and for conferring all the degrees and literary honors granted in similar institutions."—*Section 1. Territorial Act, January 9, 1802.*

"Whereas, Institutions for the liberal education of youth are essential to the progress of arts and sciences, important to morality, virtue, and religion, friendly to the peace, order, and prosperity of society, and honorable to the government that encourages and patronizes them," etc.—*Preamble Act of Ohio Legislature Establishing the Ohio University at Athens, Feb. 18, 1804.*



The NORMAL COLLEGE  
OF THE  
OHIO UNIVERSITY  
AT ATHENS, OHIO.  
FRANK L. PAPKARD Architect  
Columbus, O.



NORMAL-COLLEGE BUILDING

**Beautiful  
Healthful**      **OHIO UNIVERSITY**      **Accessible  
Location**

**ATHENS, OHIO**

**ESTABLISHED BY ACT OF THE OHIO LEGISLATURE, FEB. 18, 1804**

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**The University now has a Faculty of thirty-nine members, and includes**

The College of Liberal Arts, The State Normal College, The Commercial College, The College of Music, The Department of Electrical Engineering, The Department of Drawing and Painting, and The State Preparatory School.

**Affiliated with Ohio University are**

The Cincinnati College of Dental Surgery, 231-233 West Court Street, Cincinnati, Ohio; The Cincinnati College of Pharmacy, 614-618 West Court Street, Cincinnati, Ohio.

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**Facilities** Well-equipped Electrical, Physical, Chemical, and Biological Laboratories; Seventeen Thousand Well-selected Volumes in Library; Gymnasium and Field Athletics under the Careful Supervision of a Trained Instructor; Women's Hall, Well-appointed and under Efficient Management.

**Courses** In Arts, Philosophy, Pedagogy, and Science, leading to the degrees of A. B., Ph. B., B. Ped., and B. S. Special courses in Electrical Engineering, Business, Music, Drawing and Painting, Elocution, and Physical Culture.

**No Tuition** Registration Fee of \$5.00 per term.  
Other expenses very reasonable.

Winter Term will open January 5, 1904;  
Spring Term, Mar. 29, 1904; Summer Term, June 20, 1904.

**Thoroughness** Attend an old and a well-established institution which has an enviable record for thoroughness, culture, and prestige.

**Summer Term** Nearly 500 students in 1903. The Summer Term of 1904 will open June 20th and continue six weeks. No tuition. Registration Fee only \$3.00. Superior Faculty of 23 members. Full College credit will be given for work done.

**The State Normal College** of Ohio University opened Tuesday, Sept. 9, 1902, with Henry G. Williams, A. M., as Dean of a Faculty of twenty specialists. A Training School, to illustrate the best methods of teaching, is in successful operation. The work of the College is gaining warm commendation from prominent educators all over the country.

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**Catalogue, Etc.** For catalogue and further information, address  
**ALSTON ELLIS, Pres., or ELI DUNKLE, Sec.,**  
**Athens, Ohio.**

